

*June 1999*



# English 30

## *Part A: Written Response*

# **Grade 12 Diploma Examination**

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June 1999

## English 30

# Part A: Written Response

## Grade 12 Diploma Examination

### Description

**Part A: Written Response** contributes 50% of the total English 30 Diploma Examination mark and consists of **two** assignments.

- **Reader's Response to Literature Assignment**

<i>Suggested time</i>	<i>Value</i>
30–45 minutes	30 marks

- **Literature Composition Assignment**

<i>Suggested time</i>	<i>Value</i>
1½–2 hours	70 marks

Budget your time carefully; the suggested time for each part is only a guideline for you.

**Time: 2 ½ hours.** This examination was developed to be completed in 2½ hours; however, you may take an additional ½ hour to complete the examination.

### Instructions

- Read the **whole** examination carefully before you begin to write.
- You may use the following print or electronic references:
  - an English language and/or bilingual dictionary
  - a thesaurus
  - an authorized writing handbook
- Complete **both** assignments.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

### *Additional Instructions for Students Using Word Processors*

- Format your work using an **easy-to-read** 12-point font.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

**Feel free to make corrections and revisions directly on your written work.**

## Instructions

- Because the Reader's Response to Literature Assignment is thematically connected to the Literature Composition Assignment, read **both** assignments before you begin.
- Read "The Demon at the Walls of Time" carefully and thoughtfully before you start the writing assignments.

### The Demon<sup>1</sup> At The Walls Of Time

I ran and ran. I was so fresh and fuelled—  
The rubble of the plain hardly felt me,  
Far less held me back—so filled and flash  
With missionary grin and attitude<sup>2</sup>  
I almost laughed to find the barrier  
As big in its dark burnish as they'd warned.  
No top to it that I could see, no holds  
Except a filigree of faint worn sculpture.  
Is challenge the word or is it not?  
Is it the climb of climbs, morning noon and night?  
It had better be! What a wersh<sup>3</sup> drag without it—  
Life, I mean!

Up it is then—careful!—  
Zigzag but steady, glad to have no scree,  
Not glad of useless wings, tremendous downdraught,  
Nails not scrabbling—please!—but feeling and following  
The life-lines of unreadable inscriptions  
Cut by who by how I don't know, go  
Is all I know. Beautifully far below  
Now is the ground, the old brown beetly ground.  
No beetles here! It's the sun and the blue  
And the wall that almost everything  
Seems rushing to if I dare one more look  
Down, there's a sea, a clutch of cities,  
Cross-hatch of rolling smoke, is it a war  
Somewhere on the hot convex,<sup>4</sup> I'm sure

*Continued*

<sup>1</sup>Demon—in this context: someone who has great energy or skill. According to ancient Roman belief, a spirit or sprite with wings

<sup>2</sup>missionary grin and attitude—enthusiasm

<sup>3</sup>wersh [Scottish]—tedious, stale, dull

<sup>4</sup>hot convex—earth's surface

There's war here on the wall too, written  
Never to be lost, lost now, tongues, gods.  
You'll not lose me so easily! I'm climbing  
Into the evening until I see stars  
Beyond what is only rampart rampart rampart  
And if I don't I'll take the night too  
And a day and a night till my crest like a shadow  
(It's not a shadow though!) tops the top of the wall.

I know you can still hear me. Before I vanish:  
You must not think I'll not be watching you.  
I don't come unstuck. I don't give up.  
I'll read the writing on the wall.<sup>5</sup> You'll see.

*Edwin Morgan*

<sup>5</sup>the writing on the wall—an allusion to writing that appeared on the wall at a feast of the proud King Belshazzar (The Book of Daniel, the Bible). When the King's wise men failed to decipher the writing, Daniel was summoned and was able to read the inscriptions, which prophesied the King's ruin. That night, the King was slain and his kingdom divided. "The writing on the wall" is now a common expression referring to a warning about one's fate.

**Reader's Response to Literature Assignment**  
**(Suggested time: approximately 30 to 45 minutes)**

In the poem "The Demon at the Walls of Time," the speaker feels compelled to pursue an ideal.

**What does the poem suggest to you about pursuing an ideal?  
Support your response with reference to specific detail from the poem.**

## Reader's Response to Literature Assignment

## *Planning*

There is additional space for Planning on pages 6 and 8.

**If you are using a word processor, staple your Reader's Response here.**  
You may make corrections directly on your printed page(s).

## Reader's Response to Literature Assignment

## Written Work

There is additional space for Written Work on pages 7 and 9.

## Reader's Response to Literature Assignment

### *Planning*

There is additional space for Planning on page 8.

## Reader's Response to Literature Assignment

## Written Work

There is additional space for Written Work on page 9.

## Reader's Response to Literature Assignment

### *Planning*

## Reader's Response to Literature Assignment

## Written Work

## **Literature Composition Assignment**

**(Suggested time: approximately 1½ to 2 hours)**

Much literature reflects the ways in which our lives are shaped by our ideals and by the manner in which we pursue them.

Write an essay based on literature that you have studied in which the author examines the significance of an ideal and its pursuit in the shaping of an individual's life. **What idea(s) does the author develop regarding the pursuit of ideals?** Support and develop your controlling idea with reference to specific detail from the literature that you choose to discuss.

### **Guidelines for Writing**

- **Select** literature that is relevant to this assignment from the short stories, novels, plays, poetry, other literature, or films that you have studied in your high school English classes. You must focus your discussion on literature *other than* the poem provided in this examination booklet.
- **Focus** your essay on your controlling idea about the pursuit of ideals. Markers will be looking for evidence that you are developing and supporting your controlling idea in response to *this* assignment.
- **Organize** your composition so that your ideas are clearly, effectively, and coherently presented.

## Literature Composition Assignment

### *Initial Planning*

You may use this space for your initial planning. No marks are awarded for work done on this page.

Author and title  
of literature that  
you have chosen

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Your controlling idea  
or thesis statement

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There is additional space for Planning on even-numbered pages.

## **Literature Composition Assignment**

*Planning*

**If you are using a word processor, staple your Literature Composition here.**  
*You may make corrections directly on your printed page(s).*

## **Literature Composition Assignment**

## Written Work

There is additional space for Written Work on odd-numbered pages.

## Literature Composition Assignment

### *Planning*

## **Literature Composition Assignment**

## Written Work

## **Literature Composition Assignment**

*Planning*

## **Literature Composition Assignment**

## Written Work

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### *Planning*

## Literature Composition Assignment

## Written Work

### **Credit**

Edwin Morgan. "The Demon at the Walls of Time" from *The Times Literary Supplement* (August 14, 1998). Reprinted under the Alberta Government Print Licence with CanCopy (Canadian Copyright Licensing Agency).

***Do Not Write***

***On This Page***

